

REVISED – MARCH 22, 2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: __ Elementary ☒ Middle __ High __ K-12

Name of Principal Mr. Rodney G. Strait

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Canajoharie Middle School

(As it should appear in the official records)

School Mailing Address 25 School District Road

(If address is P.O. Box, also include street address)

Canajoharie New York 13317-1599

City State Zip Code+4 (9 digits total)

County Montgomery School Code Number* 270301040003

Telephone (518) 673-6321 Fax (518) 673-5557

Website/URL http://www.canajoharieschools.org/ E-mail rstrait@canajoharie.k12.ny.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date January 27, 2005

Name of Superintendent* Mr. Richard G. Rose

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Canajoharie Central School Tel. (518) 673-6301

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date January 27, 2005

Name of School Board

President/Chairperson Dr. Peter Liljeberg

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date January 27, 2005

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 1 Elementary schools
 1 Middle schools
 _____ Junior high schools
 1 High schools
 _____ Other
 3 TOTAL

2. District Per Pupil Expenditure: \$12,996.00

Average State Per Pupil Expenditure: \$12,265.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☒ Rural

4. 3 Number of years the principal has been in her/his position at this school.

 8 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	37	33	70
K				8	40	44	84
1				9			
2				10			
3				11			
4				12			
5				Other			
6	44	43	87				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							241

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|--------------|----------------------------------|
| _____ | 98.3 % White |
| _____ | 1.6 % Black or African American |
| _____ | % Hispanic or Latino |
| _____ | .1 % Asian/Pacific Islander |
| _____ | % American Indian/Alaskan Native |
| _____ | 100% Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 6 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	14
(4)	Total number of students in the school as of October 1	250
(5)	Subtotal in row (3) divided by total in row (4)	0.056
(6)	Amount in row (5) multiplied by 100	5.6

8. Limited English Proficient students in the school: 0 %
 0 Total Number Limited English Proficient
 Number of languages represented: 0
 Specify languages:

9. Students eligible for free/reduced-priced meals: 41 %

Total number students who qualify: 102

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15 %
35 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>3</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>24</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>17</u>	<u>9</u>
Special resource teachers/specialists	<u>3</u>	<u> </u>
Paraprofessionals	<u> </u>	<u> </u>
Support staff	<u>1</u>	<u> </u>
Total number	<u>22</u>	<u>9</u>

12. Average school student-“classroom teacher” ratio: 17

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96 %	95 %	96 %	95 %	95 %
Daily teacher attendance	95 %	95 %	95 %	na %	na %
Teacher turnover rate	10 %	3 %	10 %	3 %	7 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	%	%	%	%	%

Part III – Summary

Canajoharie Middle School is a grade 6 to 8 public school located in rural upstate New York. Once a prosperous village, Canajoharie is now designated as part of the New York State Empire Economic Zone as an economically depressed area. Despite being located in one of the poorest counties in the state, our residents provide overwhelming support to our school district.

The mission of the Canajoharie Middle School is to build a community of life long-learners in an environment where close, trusting relationships with adults and peers create a climate for personal growth and intellectual development. Middle level students are a developmentally unique age group with special educational, physical, social, and emotional needs. The goal of the Canajoharie Middle School is to make the transitional period from the elementary grades to the high school a positive period of intellectual and personal development. Faculty, staff, students, parents, and community members working as a team maintain a supportive setting where the uniqueness and importance of each individual is recognized. The total emphasis is on the development of students who have a healthy self-concept, and respect for themselves and others. Students must develop confidence in their abilities and their individual talents as they learn the basic skills they need to become responsible members of their community.

The exploratory nature of the middle school curriculum addresses the need for the student to acquire background knowledge and experiences in many areas. Interdisciplinary teaming at each grade level assigns core, exploratory, and special education teachers to the same group of students. The mandated daily planning period allows for a greater response to individual learner needs through collaboration, increased parent contacts and creation of thematic units that increase relevance among the disciplines. By working in teams and in small groups, teachers utilize common planning time to maximize student development and deliver the New York State learning standards. Our teachers have participated in a systematic staff development program to align curriculum and to learn researched-based instructional strategies to improve classroom performance. Teachers provide instruction that is purposeful, challenging, relevant, integrated and standards-based and use classroom assessments that are useful indicators of individual student growth. This intense understanding of districts' standards, assessment system, performance indicators, and annual goals, along with a shared vision by all Canajoharie staff, has resulted in improvement of student achievement over the last five years.

The Canajoharie Middle School offers a rigorous curriculum that includes language arts, math, science, technology, social studies, art, music, home and careers, health, aquatics, word processing, and physical education. We offer Spanish and French, and accelerated classes in eighth grade; Math A and Earth Science. A comprehensive Academic Intervention Services Program (AIS) provides support for identified students that have scored below state proficiency levels. Our guidance services are readily available to offer the assistance many students need in negotiating their lives both in and out of school. A daily advisee/advisor program enables small groups of students to increase the feeling of belonging and self-esteem that result in an increase engagement in learning. Through an Enhancing Education Through Technology grant, we have integrated technology into the curriculum and assessment process. Up-to-date learning aids, instructional materials, and instructional technology are used to support the educational program. Our teachers and students hold themselves and each other to high expectations and provide positive attitudes toward challenging learning activities. Canajoharie Middle School students participate in chorus, orchestra, band, bell choir, drama, yearbook, and an interscholastic modified sports' program. In addition, we have a very active National Junior Honor Society and student government organization. The Character Helps Improve Personal Success (CHIPS)

program is a school wide character education program. Coupled with the other components of our school we have developed a highly successful school wide positive rewards program. Reward activities include such things as Middle School Student Council assemblies, dances, activity nights, movies, sports events, and other school events. The Canajoharie Middle School Community recognizes the uniqueness of each student and tries to foster an environment where each child will grow to his or her potential.

Part IV – 1 Assessment

In New York State the Commissioner of Education established the accountability instrument to measure the performance of every eighth grade student in the state. Schools are expected to meet or exceed the state standards. Middle level tests are given in English language arts, mathematics, science, and social studies. The English Language Arts assessment measures students' skills in the areas of reading, listening and writing. The Mathematics assessment measures applications, mathematical reasoning, concepts and procedures. The results for all students are reported as achieving a performance level score of 1 – 4. Level 1 students are not achieving at the state standard proficiency level. Students demonstrating some of the Learning Standards are at Level 2. Students demonstrating all of the assessed Learning Standards are at Levels 3 and 4. (Please note: Level 4 is mastery level performance, a score of distinction.) All assessments are designed to determine whether students have reached the NYS learning standards that were adopted by the NYS Board of Regents. In January 2003, U.S. Secretary of Education approved the state's plan for NCLB accountability. The tests also indicate students are getting the foundation knowledge they need to succeed in later grades. Each school's baseline performance was set. A school's performance index is used to assess school performance relative to the standards for English language arts and mathematics. The school accountability performance index ranges from 0-200 and is calculated by adding the percentage of students who perform at or above Level 2, Level 3, and Level 4, to the percentage of students who perform Level 3 and Level 4. Students not achieving at the state standard proficiency fall into Level 1. Students at Level 4 exceed the state standard. In addition, during the 1998-1999 school year each school's performance was measured and the adequate yearly improvement index was set. The Adequate Yearly Progress (AYP) indicates the amount of progress that each school must make. The goal is proficiency for all students.

Like all the schools in New York State, Canajoharie Middle School's yearly results are summarized in the New York State Report Cards published each spring. Over the last five years the data indicates that our students have made consistent and significant progress in closing the achievement gap in English language arts. Beginning in the 1999-2000 school year and ending with the 2003-2004 school year, an average of 94 percent of our students have performed at or above Level 2 which indicates that students are at or above basic proficiency. In 2000-2001 our AYP was 140 while in 2003-2004 our AYP rose to 157 with 64 percent of our students scoring at Level 3 or above.

In mathematics, substantial gains have been made in the AYP. In 2000-2001, our AYP was 116 with 36 percent of our students performing at level 3 or above. Over the next three years our AYP steadily improved to 167. In 2003-2004, 79 percent of the students performed at Level 3 or above; with 23 percent of our students exceeding state standards at Level 4. In addition, all students take these assessments.

Disaggregating the subgroup data over four years reveals that the number of economically disadvantaged students at or above Level 3 has increased in both ELA and math. It is also apparent that the number of special education students has increased over this time period and their scores are improving at a slower rate. This has led to the development of a new parallel curriculum that concentrates on the essential skills necessary to meet proficiency standards. Information on the NYS Assessments and the NYS Report Cards may be found at: <http://www.emsc.nysed.gov/irts/reportcard/>.

Part IV – 2 Uses of Assessment

The Canajoharie Middle School believes that assessment and evaluation promote quality learning and improve student performance. A data analyst and support staff from the Hamilton-Fulton-Montgomery Board of Cooperative Educational Services (BOCES) analyzes state assessments on the regional, district, and building levels. District student performance reports are developed. The information is conveyed to our instructional staff and the principal to help develop short and long-term interventions plans. District student performance reports are developed and disseminated. Areas of strength and weaknesses are identified for each student. Simultaneously, as part of our district's curriculum initiative, teachers work with turnkey trainers and in teams to make adjustments in curriculum and instructional strategies. Assessment data is housed in cumulative record folders so that individual student progress can be monitored form year to year.

Students who are in need of AIS services are provided assistance based on the analysis of the state assessment. Teachers study the results and develop individualized plans that will meet the needs of each student. Periodic assessment helps teachers adjust their lessons in order to meet the needs of each student.

Part IV - 3 Communicating School Performance

State assessments comparing neighboring schools and comparisons to state averages are published in our local newspapers, district newsletter, and NYS Report Card. Parents are sent letters explaining the results of the tests. The principal reports the information to middle-level teams and special area teachers at faculty meetings. The Principal and Superintendent of Schools provide local, regional, and state results and comparisons on all of assessments at a public Board of Education meeting. Classroom assessments are communicated to parents in four progress and four quarterly report cards. Information is shared at parent and teacher initiated conferences during daily team planning times and after school. Principal Lists, Honor Rolls, and other successful accomplishments are acknowledged at quarterly Recognition Assemblies and reported in the local media. Our Character Helps Improve Personal Success (CHIPS) program recognizes community service deeds with weekly activities. Middle level teachers meet with elementary and high school staff during Superintendent Conference Days to share information and analyze curriculum. The purpose of communicating all of this data is to keep the entire school community informed about the school's overall performance and to identify areas in need of improvement.

Part IV – 4 Sharing Success

The Canajoharie School District has established an excellent relationship with our local BOCES and area colleges. Regional and state meetings, workshops and conferences are hosted several times a year at these facilities. Our middle school, representing the Canajoharie School District, plans on making presentations and giving workshops on our successful middle school practices of interdisciplinary instruction, special education inclusion, and engaging students in learning. Our teachers will continue providing student teaching opportunities and training for future educators from the State University at Albany and Oneonta. In addition, members of our professional staff will continue to make presentations at local, regional and national conferences.

Our new web site, www.canajoharieschools.org, will showcase our achievements and provide contact information. We will continue to welcome visitors to observe our middle school program. Our ongoing professional development process will place our teachers and staff members in positions to share our successes. We would be willing to share and communicate our successes with other districts if we are privileged enough to win this award.

Part V – 1 School's Curriculum

Canajoharie Middle School is dedicated to giving every student the best possible education through an intense core curriculum supported by the exploratory subjects. Three years ago the Board of Education set a goal of aligning the district curriculum both vertically and horizontally based on the NYS Learning Standards and Assessments. Outside consultants aided with the process of developing a meaningful, understandable, and measurable articulated curriculum. Through intensive staff development during the summer, on conference days, and at faculty meetings all areas of our curriculum were and continue to be addressed. As a result, courses are aligned to conform to our standards and students are engaged with content based on these standards. Additionally, at the middle school level, the curriculum work led the way to the development of interdisciplinary learner-centered activities focused on curriculum implementation, effective teaching practices, and instructional materials. Academic intervention, special education, and computer technology programs are provided at each grade level.

The English language arts curriculum focuses on the skills of reading, writing, listening, and speaking for information and understanding, literary response and expression, critical analysis and evaluation, and social interaction. Instruction and practice in writing, vocabulary, reading, and analysis of literature are stressed. Sixth grade students are provided a double period block for ELA as they transition from the elementary school. Seventh and eighth grade courses have consultant teachers available to assist the primary teacher in the delivery and support of instruction. Students who have failed to meet the assessment standards are given academic intervention services that include remediation and pre-teaching.

Mathematics is delivered in a sequential curriculum approach. Students are introduced to and taught concepts, skills, and problem solving. Individualized opportunities are provided for remediation, enrichment, and acceleration. Accelerated math courses are offered in grades seven and eight.

Students investigate the concepts of physical, earth, and life sciences through hands-on classroom instruction that emphasizes laboratory experiences, scientific tools and technologies. Scientific methods, thinking, and communication skills are reinforced in written lab reports and presentations. Organizational and study skills are stressed. Students in the advanced earth science course are able earn high school credit by successfully taking the NYS Regents exam. Geography, history, civics, government, and economics are explored in our social studies curriculum. Sixth grade students concentrate on world geography through a historical perspective. Seventh and eighth graders study American history and government from colonial times to the present, focus is on the essential ideas as they examine the relationships of issues, cultures, and geography.

All students are required to take one year of Spanish or French. Successfully passing the NYS Second Language Proficiency Examination allows our students to receive one year of high school credit in foreign language towards graduation. Ninety percent of our students pass the proficiency test. These students are accelerated to Spanish II and French II in ninth grade.

The NYS Learning Standards for the Visual Arts serve as a framework for creative lessons that combine art history, aesthetics, art criticism, technology, and literacy. A strong collaboration with classroom teachers ensures an interdisciplinary approach that combines with other subject areas. Key questions and big ideas encourage critical thinking skills. Eighty-three percent of our students take these art courses. General music is offered to all sixth and eighth grade students. In addition, chorus, orchestra, band, and bell choir are available for academic credit during the school day. 62% of our student body participates in the music activities.

Part V – 2 English Language Arts Curriculum

Canajoharie Middle School's English language arts curriculum is aligned to the NYS Learning Standards. Coupled with the district's previous initiatives for *Writing Across the Curriculum*, our program is integrated, standard-based, and filled with appropriate activities that focus on student performance. Students are expected to read and experience a wide range of genre as part of the learning process. Using best practices, students are actively engaged in developing and demonstrating their skills. Though district-wide professional development activities, teachers have developed topic lists and concept maps that plan out the entire years curriculum complete with performance indicators. Workshops on integrating proven instructional strategies have improved instruction. Emphasis on vocabulary, graphic organizers, writing patterns, and pre-teaching in all core subjects has improved comprehension across all curricula. All students are placed in heterogeneous, collaborative writing and reading classrooms.

Efforts to identify students who are reading below grade level are comprehensive. Results from the NYS Grade 4 ELA Assessments, report card grades, standardized tests, classroom assessments, and teacher and parent recommendations are used. Once identified, parents are notified, and students begin receiving academic intervention services in a number of ways. Reading specialists and special education teachers push into classrooms to co-teach, monitor, evaluate, and provide additional instructional time to students. Other students are given additional instruction during directed studies. At all times the reading process is addressed and students are given guided practice and support. New technology is allowing for individualized instruction and an increase in more timely assessments. As part of our Enhancing Teaching Through Technology grant, we have trained all teachers working with below grade level students to use the technology. Students can be working on particular skills and concepts and teachers can get an immediate appraisal to focus their instruction on areas of student weakness. Other software programs are used emphasizing comprehension, phonics, and the development of strategies through reading and writing based on authentic literature.

Part V – 3 Mathematics Curriculum

The mathematics program at the Canajoharie Middle School follows both the NYS Core Curriculum and a prioritized curriculum developed by BOCES and our staff. It focuses on our mission to empower students to become successful problem solvers. Mathematics is viewed as a whole body of knowledge, not a set of individual components or isolated skills. Through our professional development activities all middle school mathematics, remedial, and special education teachers were given the task of developing a rigorous curriculum that prioritized grade level and course expectations on essential concepts. Lessons, assignments, and periodic assessments parallel the curriculum. Within daily classes, students use their knowledge of math concepts and apply this knowledge to answer extended response and multiple-choice questions. Teachers recognized that an emphasis on writing was critical in providing students the necessary skills to answer extended response and performance-based assessment questions. Students must explain and support every answer they produce. In many cases, to improve comprehension in solving word problems reading strategies were addressed. The program follows a vertical progression from grades six to eight that allows gaps in the curriculum to be eliminated and repetitions practicing the same skills are reduced. Seventh and eighth graders have the opportunity to take accelerated math courses.

The mathematics team then decided on emphasizing three key instructional strategies that would assist in differentiated assignments that would promote learning at all levels. One particularly successful strategy was previewing or pre-teaching. The pre-teaching class was offered at each grade level. Sixty percent of the time was focused on the next day's math lesson. Students were introduced to key components of the lesson, as well as any key terms students will need to know. The remainder of the class was spent reinforcing concepts to which students had previously been exposed. Eighty percent of the continuously enrolled students who had scored at a Level 1 or Level 2 on their fourth grade state assessment scored at Level III or IV on the eighth grade assessment in 2003-2004. No one scored at a Level 1. The investment in the time and resources that were focused on our mathematics curriculum was instrumental in raising our AYP from 116 in 1999-2000 to 167 in 2003-2004. Twenty-three percent scored at the Level 4 mastery level performance.

Part V – 4 Instructional Methods

Through our district and building level initiatives, we have allocated time and resources to analyze our state and local assessments to improve student learning. Our entire middle school philosophy of providing assistance during our advisee/advisor program, grade level teaming, and guidance program recognizes the diversity of our students. Grouping in all classes, with the exception of accelerated courses, is heterogeneous to provide demanding learning environments for all students. Our small school allows us to maintain small class sizes in order to monitor our students' successes and weaknesses. Teachers become more aware of the individual learning styles of their students. These factors have supported the efforts to differentiate instruction to meet the needs of our students. Interdisciplinary units, integrated technology, previewing, cooperative learning, modeling, co-teaching, vocabulary walls, and using graphic organizers are a few of the instructional methods our staff has been trained in and are using to improve learning. Our inclusion program allows special education students to work in regular classrooms with support from special education, reading or math specialists, to accommodate and support their needs. Accelerated courses in Math A and Earth Science challenge students' abilities. Teachers consistently emphasize the connection the curriculum has to the real world in their lessons.

Part V – 5 Professional Development Program

In 2002, the Canajoharie Board of Education set as a district goal to align the pre-kindergarten through twelfth grade curriculum to the NYS Learning Standards in the hopes of improving student learning measured by the NYS Assessments. To achieve this goal a plan was developed to provide professional development with the help of educational consultants using the Understanding By Design model. The entire district teaching staff focused on key elements of student achievement that led to the creation of a prioritized curriculum in core content areas tested by state exams. The prioritized curriculums were compared to existing curricula to find gaps in instruction. A new articulated curriculum defining all skills essential to successfully meeting the standards was developed. Curriculum maps were created that led to the writing of topic and concept maps for all key instructional areas. To assist administrators in this endeavor, interested grade-level teachers were asked to serve as turnkey trainers and coaches for the rest of the faculty. These trainers received additional training to support their colleagues. In the middle school, the ratio of turnkey trainers to teachers was 4 to 1. Once the articulated curriculum was in place, the task of providing teachers with proven instructional strategies was started. Consultants and turnkey trainers were again used to provide the training on introducing and improving instructional methods. Using formal and informal observations the principal regularly observes these strategies in practice on a weekly basis. The impact of this initiative has been great. The Canajoharie Middle School met our AYP's goals for all four core academic subjects in eighth grade in 2003-2004. The nomination for this prestigious award serves to recognition our labors.

NEW YORK STATE CRITERION-REFERENCED TESTS

Data Display Table for English Language Arts

Subject **English Language Arts** Grade **8** Test **New York State ELA 8 Assessment**
 Edition/Publication Year **1999-2004** Publisher **CTB McGraw Hill**

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing month	Jan	Jan	March	May	May
CANAJOHARIE ASSESSMENT SCORES					
% At or Above Basic Level 2	91	93	98	95	97
% At or Above Proficient Level 3	72	52	66	45	66
% At Advanced Level 4	17	15	22	9	31
Number of students tested	92	103	85	87	96
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
Mean Score	707	701	711	700	709
SUBGROUP SCORES					
1. Economically Disadvantaged					
% At or Above Basic Level 2	91	85	96	86	na
% At or Above Proficient Level 3	59	36	56	33	na
% At Advanced Level 4	9	3	7	0	na
Number of students tested	22	33	27	21	
2. Students with Disabilities					
% At or Above Basic Level 2	46	50	75	75	78
% At or Above Proficient Level 3	15	0	0	13	11
% At Advanced Level 4	0	0	0	0	0
Number of students tested	13	10	4	8	8
NY STATE ASSESSMENT RESULTS					
% At or Above Basic Level 2	92	90	93	86	87
% At or Above Proficient Level 3	47	45	44	45	45
% At Advanced Level 4	11	8	10	11	10
ADEQUATE YEARLY PROGRESS					
AYP Canajoharie Middle School	157	145	164	140	162
AYP State Target	150	145	145	140	140
NYS Middle-Level English Language Arts Levels-Reading, Writing, and Listening					
Level 4	These students exceed state standards and are moving toward high performance on the Regents examination.				
Level 3	These students meet the state standards and, with continued steady growth, should pass the Regents examination.				
Level 2	These students need extra help (AIS) to meet the state standards and pass the Regents examination.				
Level 1	These students have serious academic deficiencies and do not meet the state standards.				

NEW YORK STATE CRITERION-REFERENCED TESTS

Data Display Table for Mathematics

Subject Mathematics Grade 8 Test New York State Math 8 Assessment
Edition/Publication Year 1999-2004 Publisher CTB McGraw Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
CANAJOHARIE ASSESSMENT SCORES					
% At or Above Basic Level 2	92	90	92	82	86
% At or Above Proficient Level 3	80	49	65	34	55
% At Advanced Level 4	23	2	19	7	4
Number of students tested	91	102	83	87	96
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
Mean Score	729	715	725	709	720
SUBGROUP SCORES					
1. Economically Disadvantaged					
% At or Above Basic Level 2	91	91	96	67	na
% At or Above Proficient Level 3	86	38	58	14	na
% At Advanced Level 4	5	3	4	0	na
Number of students tested	22	32	26	21	
2. Students with Disabilities					
% At or Above Basic Level 2	46	27	14	38	89
% At or Above Proficient Level 3	23	0	0	0	0
% At Advanced Level 4	0	0	0	0	0
Number of students tested	13	11	7	8	9
NY STATE ASSESSMENT RESULTS					
% At or Above Basic Level 2	86	83	80	74	75
% At or Above Proficient Level 3	58	51	48	39	40
% At Advanced Level 4	13	9	11	8	7
ADEQUATE YEARLY PROGRESS					
AYP Canajoharie Middle School	167	139	147	116	153
AYP State Target	150	145	145	140	140
NYS Middle-Level Mathematics Levels – Knowledge, Reasoning, and Problem-Solving					
Level 4	These students exceed state standards and are moving toward high performance on the Regents examination.				
Level 3	These students meet the state standards and, with continued steady growth, should pass the Regents examination.				
Level 2	These students need extra help (AIS) to meet the state standards and pass the Regents examination.				
Level 1	These students have serious academic deficiencies (AIS) and do not meet the state standards.				